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ABSTRACT

This book provides a suggested model for district administrators, Job Service district directors, Private Industry Councils, and others working to create or re-implement in-school job placement programs in Wisconsin high schools. It includes a list of points to be considered and covered in the "statement of agreement" drawn up by cooperating agencies and a worksheet on which to note the various responsibilities of those carrying out the program. A sample cover/signature sheet for the statement of agreement and the outline of a suggested project evaluation process are also provided. (YLB)

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WISCONSIN JOB PLACEMENT PROJECT MODEL

ED259084

Guidelines for School/Job Service Cooperation in an In-school Job Placement Program

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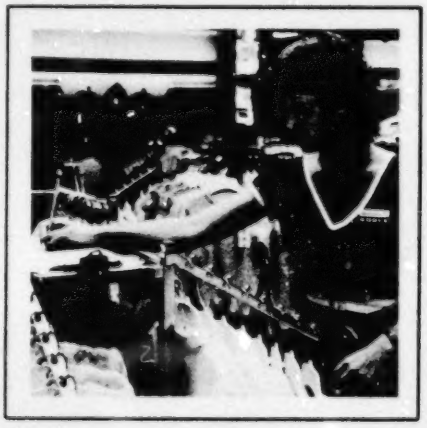

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Bureau for Vocational Education
Department of Public Instruction
Herbert J. Grover, State Superintendent

Job Service Division
Department of Industry, Labor and Human Relations
Howard S. Bellman, Secretary

Preface

This book provides a suggested model for district administrators, Job Service district directors, Private Industry Councils, and others working to create or re-implement in-school job placement programs in Wisconsin high schools.

It includes a list of points to be considered and covered in the "statement of agreement" drawn up by cooperating agencies and a worksheet on which to note the various responsibilities of those carrying out the program. A sample cover/signature sheet for the statement of agreement and the outline of a suggested project evaluation process are also provided.

In-school job placement programs are a part of the total K-12 "education for employment" curriculum being developed by the Wisconsin Department of Public Instruction (DPI). Cooperation is the key to their success.

The Wisconsin Department of Industry, Labor and Human Relations (DILHR), Job Service Division, has joined with the DPI Bureau for Vocational Education to pledge cooperative support for statewide re-implementation and revitalization of in-school job placement programs. School, cooperative educational service agency (CESA), Private Industry Council, and Job Service district personnel, as well as business, industry, and community groups, have been invited to join them in that effort.

In a letter announcing re-implementation of the program, Herbert J. Grover, state superintendent, DPI, and Howard S. Bellman, secretary, DILHR, stressed the need for cooperation.

> **We must all work toward "education for employment" for youth in our schools. We must promote and develop partnerships with business/industry to help implement post-high school training for all students. A coordinated effort by all groups will insure the success of this important and needed program.**

The guidelines that follow are designed to help local personnel to set the cooperative process in motion. The DPI and DILHR will provide consultation and further information upon request.

Contact Henry Hendrickson, community services specialist, Job Training/Special Needs Program Section, Bureau for Vocational Education, DPI, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707; (608) 267-9448.

Or, contact Peter Kroll, Job Service youth programs coordinator, DILHR, 201 E. Washington Ave., Room 200, Madison, WI 53707; (608) 266-2071.

Education-Business/Industry Partnerships

Service Delivery Area (SDA)
Private Industry Council (PIC)

Points to Be Considered in a Cooperative Agreement

Title of Project

What will be the title of the project? This should be determined by the advisory committee.

Advisory Committee

Who will be on the advisory committee? What is its purpose? How often will it meet?

Suggested members are a local Job Service specialist and manager; a school district administrator or principal; a high school local vocational education coordinator (LVEC); a local high school guidance counselor, student, and parent; an area employer; and a Private Industry Council (PIC) representative.

Job Placement Team

What are the names, and what will be the titles and duties, of each member of the job placement team?

It is suggested that the team include a Job Service specialist and the participating school's guidance counselor, LVEC, and PIC representative.

Coordination of Effort

How will job placement efforts of Occupational Preparation Program (OPP) instructors and Job Service (JS) specialists be coordinated?

Space Planning

Where will the Job Service specialist provide services to students participating in the program?

Where will the Job Service Job Bank be housed and how will it be used?

Utilization of Testing

What test will be utilized? Who will provide testing services and interpretation? Who will recommend testing?

Job Service Costs

Who will pay the salary and expenses incurred by the Job Service staff assigned to the project?

What will the Job Service franking privilege be used for?

Fiscal Agent

Who (fiscal agent) will coordinate financial responsibilities among participating school districts and/or schools?

Participant Registration

How and where do students and other participants register for the program?

Will all registrants be interviewed? By whom? Where?

Parental Permission

Will written parental permission to participate in the program be required for all students?

Job Referral

What will be the procedure for referring participants to job openings?

Will the school be notified of job openings?

Will referrals be jointly determined by the job placement team?

How will referrals be recorded? By whom?

How will referral cards be used?

Points to Be Considered (cont.)

Documentation of Job Placements

How will placements and obtained employment be documented and reported?

Job Placement Goals

What are the placement goals for the various types of participants—seniors, former students, undergraduates?

Student Participation

Are students encouraged and trained to assist with the placement effort?

Evaluation of the Program

What will be the evaluation criteria? Who will evaluate the program? What will be the purpose(s) of the evaluation?

Public Relations/News Releases

Who will be responsible for public relations and news releases for the program?

Equal Opportunity Statement

What will be the program policy regarding Equal Employment Opportunity (EEO)?

Cooperative Worksheet

(Who will do what and to what extent?)

TASKS	TEAM / Job Service Specialist	High School Counselor	Voc Ed Coordinator	Interested Teacher(s)	SDA, PIC, LEO, Administrative Entity	Other(s)
Career Counseling/ Advisement						
Employability Skills Development						
Employer/Community Relations (Job Development)						
Job Placement						
Other (May include identification of JTPA eligibles for referral, certifications, follow up on placements, etc.)						

Sample

Job Placement Cooperative Agreement for _____ High Schools

The purpose of this project is to provide job placement services and labor market information to current and former students at _____.

name of high school(s)

The effective dates of the project agreement are from _____ _____ through _____.

_____ _____

Superintendent of Schools Date

_____ _____

Job Service District Director Date

_____ _____

Private Industry Council Chairperson Date

This is a cooperative evaluation.

Evaluation Guidelines for In-school Placement Projects

NOTE: All questions should be answered in the affirmative.

• Does a "statement of agreement" exist and is it current?

Does the placement team include at least the following people:

- a Job Service specialist,
- a guidance counselor or person functioning in a similar capacity,
- the local vocational education coordinator or a person functioning in a similar capacity,
- a Private Industry Council representative,
- others (list)?

Are the following tasks/functions spelled out in the agreement and are the responsibilities of each team member enumerated with respect to tasks/functions, such as

- career counseling/advisement,
- employability skill development,
- employer and community relations,
- job placement?

Is there provision for a team coordinator?

Is there provision for recording accountable activities by team members, and does the agreement outline *who* is responsible for *what* activities when recording?

Is there a provision in the agreement for follow-up when a student gains employment and/or graduates?

• Does the project have an advisory committee, and does the statement of agreement specify membership and responsibilities, tasks, and functions?

Does the committee membership include at least one representative from each of the following groups:

- Job Service management,
- Private Industry Council,
- business,
- labor,
- parents,
- students,
- civic leaders, and
- at least one ex-officio member who is a part of the placement team?

Does the agreement outline, as a minimum, the following responsibilities of the advisory committee:

- advisement of placement team on operations,
- assistance in gaining community support for the project,
- providing feedback to Job Service and schools for better results in placing students?

• Miscellaneous

Does the project title reflect the "jointness" of the activity?

Do printed materials and press releases reflect a joint activity?

Evaluation Guidelines (cont.)

Is the Job Bank under the auspices of the Job Service specialist and does the statement of agreement reflect how the Job Bank is to be utilized, controlled, and maintained?

Does the statement of agreement outline the use of General Aptitude Test Battery (GATB) testing? Does it outline one of the following two policies?

- In the absence of a Job Service test agreement with a specific high school, all testing shall be done at the discretion of the Job Service district director or branch office manager and be administered, scored, and interpreted by Job Service counselors.
- Where a Job Service test agreement does exist, that test agreement shall be up to date, the school shall purchase its own equipment, and *only* those high school guidance counselors specified in the test agreement shall administer and interpret the GATB test results.

Is the in-school program being tied directly to the summer youth program operated in the community?

Is there a cooperative spirit and activity between the placement team and the existing school programs—vocational youth organizations such as

- Future Farmers of America (FFA),
- Vocational Industrial Clubs of America (VICA),
- Distributive Education Clubs of America (DECA),
- Future Business Leaders of America (FBLA),
- Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), and
- other trade programs?

Are cooperative arrangements being fostered with Job Training Partnership Act (JTPA) youth-serving organizations?

Is there an ongoing community relations program?

- Are press releases being produced? With what frequency?
- Are periodic mass mailings made? With what frequency?
- Are local radio and/or television coverage generated? With what frequency?
- Are all PR activities mutually agreed upon by the Job Service and the school?

Is the employer relations aspect of the project *carefully coordinated* with the Job Service employer relations and placement staff?

Does the project enhance the images of the Job Service and the school(s) in the community by increasing visibility and employer acceptance?

Is there cooperative support from the teachers in the school(s) and cooperative support from Job Service staff in district offices?

Is the "home" of the placement team a place conducive to good working relationships and easy student access? Is there privacy? Are telecommunications available?

Are the spirit and letter of the law with respect to EEO and labor standards being adherred to?

Are students being given the opportunity to become involved in the placement process?

* *All these items should be addressed in the cooperatively written statement of agreement.*

END

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